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ABSTRACT

During 1971, the third year of operation of Contra Costa College's (California) mobile counseling unit, the priorities established for that program were (a) to make the mobile counseling unit and program as widely known in the community as possible, and (b) to concentrate on the services to the client. The counseling unit and program were publicized to the community through the (1) establishment of relationship with local, federal and state agencies, (2) involvement of the counselor in various community group activities, (3) recruitment by existing clientele, (4) dissemination of information to local businesses, and (5) use of mass media. Services to clients were improved by considering obstacles to admission by the college from the recruit's point of view. The college's requirements such as transcripts, permanent residence in the district, and a placement test were modified or made less anxiety-producing for the recruits through the efforts of the counselor. This report also includes the results of a 2-year study of recruits and several recommendations for better relations with those students. It was suggested that an appropriate model for evaluating student persistence be used and the counseling approach be changed from corrective to appreciative. Specific suggestions included: (1) provision of a means whereby recruits can enter the college at anytime during the semester; (2) operation of the unit during the summer; (3) recognition of the need for specialized faculty in the program; and (4) provision for meaningful student reward systems. For reports of the first and second year operations, see ED 031 243 and ED 043 332. (AL)

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EVALUATION OF THE THIRD YEAR OF OPERATION OF THE CONTRA COSTA COLLEGE MOBILE COUNSELING CENTER

Submitted by
Howard Edwards, Counselor

To

The Governing Board of the Contra Costa Community College District
The Mobile Counseling Center Advisory Committee
Plan of Action for Challenging Times, Educational Clearinghouse, Inc.

JC 720 100

UNIVERSITY OF CALIF.
LOS ANGELES

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INFORMATION

INTRODUCTION

One of the problems in working with disadvantaged students is the trial and error nature of finding workable techniques or approaches of motivating students or helping with the students personal and scholastic problems. This report will attempt to deal with the philosophy and some of the approaches used in working with the Mobile Unit clientele during 1971, and will give recommendations that may serve to eliminate some of the concrete problems that students are facing. (For information on such topics as background, purpose, scope and physical dimensions of the Mobile Counseling Unit, refer to the Mobile Counseling Center Annual Reports of 1969 and 1970.)

In order to conceptualize and implement the plan of action for 1971 Mobile Counseling Center, it was necessary for the Mobile Counselor to reorder his priorities. This process was greatly influenced by the type of thinking as exemplified by the following statement:

I submit that the Soviet Physician, the American Social Worker, and the American Public School teacher share a significant common feature: each functions as an agent of society. By this I mean that individuals fulfilling these social roles are hired by society or by large social bodies (e.g., school children, persons on relief, the sick, etc.). They are not hired by their customers, clients, or patients and, accordingly, do not owe their primary loyalties to them. This arrangement tends to be beneficial to the group as a whole, but is not always advantageous for the specific individuals served. The clash of interests is greatest when the needs of the group and the individual are widely divergent.

Thomas S. Szasa (1967, p. 63)

As a result of the reordering process it was strongly felt that the priorities had to be (a) to make the Mobile Counseling Unit and Program as widely known in the community as possible and (b) to concentrate on the services given to the client – in other words, to act as though the counselor was hired by his clients.

AWARENESS OF THE MOBILE COUNSELING UNIT

In order for a program, which has as its primary objective the recruitment of disadvantaged students, to have full impact upon a large district such as Contra Costa County, the community must be made aware of the program. One of the major questions involved in the presentation of the Mobile Counseling Unit to the disadvantaged was concerned with who is notified of the program.

Awareness of such a program by the people it is designed to serve is quite often one of the major tasks faced by the program. This is especially true when the constituents reside in socially, culturally and economically impoverished environments–the people euphemistically known as the "disadvantaged." In order for people to receive services from a program designed to serve them, they must know about its existence. Little, if any knowledge is traditionally distributed to the disadvantaged in our society; and knowledge about the Mobile Counseling Unit is no exception. Ignorance of a program's existence frequently prevents the majority of the poor from participating in it. During the Fall Semester 1970, the Mobile Counselor sought to increase the public's awareness of the Mobile Counseling Unit. This, in effect, became the number one priority.

The initial phase of this endeavor entailed the establishment of significant relationships between the Mobile Counseling Unit and local, federal, and state agencies. The

Mobile Counselor arranged to visit each agency which had established contact with the disadvantaged, the primary concern being to assess the knowledge and image of the Mobile Counseling Unit held by agency personnel and to learn of any past participation of the agency and the unit. The secondary concern was to introduce the Unit's new Counselor. This same procedure was enacted in establishing strong ties by meetings with several of the community agencies in West Contra Costa County, namely, People Pledged for Community Progress, Model Cities, Youth for Service, the Southside Community Center and the San Pablo-Parchester Community Agency.

As a result of these meetings, it was discovered that each agency held a different viewpoint about the most effective way of working with the disadvantaged and the best manner in which their efforts could be facilitated by the Mobile Counseling Unit. It was at this point that the Mobile Counseling Unit decided to have a meeting with state, federal, and community agencies, utilizing the Mobile Counselor as catalyst for exchange of information. An orientation meeting was then organized to explain to the agencies the services provided by the college for the disadvantaged student, with an opportunity for agency personnel to present any concerns they had about the Mobile Counseling Unit and its operation in the forthcoming year. The meeting also included a discussion period wherein agency personnel shared their modes of operation and problems encountered. To present an idea of the full range of services offered to the disadvantaged student, the agenda was as follows:

Public Relations Workshop
October 30, 1970

10:30 Welcoming remarks - Dr. Robert L. Wynne, President, Contra Costa College

10: 40 Communication between High School Counselor and the College - Charles Richardson, Berkeley School System

10:50 On-Campus Counseling Service - John Kelleher, Director of Counseling Services

11:00 Special Programs - Charles Allums, Counselor, Special Programs

11:10 La Raza - Al Zuniga, Counselor

11:20 Financial Aids and Scholarships - Tony Mathis, Counselor

11:30 The Role of the Mobile Unit - Howard Edwards, Counselor

12:00 to 1:00 Lunch

A total of 23 agencies were invited to participate in the program, of which 19 agencies sent representatives. The meeting was held in the Student Activities Office on the Contra Costa College campus, with the Student Association providing lunch.

One of the concerns most emphasized by agency personnel was the need for feedback on the outcome of their referrals. Therefore, a person was designated from each agency to act as the primary contact person to the Mobile Counseling Unit. Feedback of information from the contact person took several forms--such as telephone, written correspondence, and ongoing meetings--in which their evaluation of the Mobile Counseling Unit was solicited.

The second phase of the public awareness campaign entailed the community. In order to achieve a more complete participation within the affairs of the community, the Mobile Counselor devoted time on weekends to visiting local gathering places, i.e. churches, convention sites, and recreation halls. He was featured as guest speaker on numerous occasions in order to explain the concept of Mobile Counseling.

The greatest difficulty encountered in making the community aware of the Unit was contact with individuals as opposed to groups. Much information and knowledge is spread among the poor by word of mouth. Therefore, as a third phase, in order to promote awareness on the part of the people, the Mobile Counseling Program did a great deal of recruiting through the contacts of its existing clientele. Also, the Mobile Counselor, throughout the week and on weekends, with the help of a group of concerned students, undertook a six-month program to personally contact each household in the impoverished area of Parchester, and 34 percent of the households of the North Richmond district. Parchester was not arbitrarily chosen for complete house-to-house contact, but this survey was planned after receiving the Richmond City Planning Department's 1970 demographic report of Parchester.[1] This report showed a high number of persons living in Parchester who fell within the 18 to 44 age range, and therefore, were eligible for admission to Contra Costa College. At each house, a package was left explaining the opportunities at Contra Costa College, the specific services offered by the Mobile Counseling Unit and specific ways of contacting the Unit. An undertaking of this magnitude required time and much dedication. During the period of contact, a large degree of counseling was required for the residents of San Pablo-Parchester community such as, job information, local agency referrals, etc.

The fourth phase was to disseminate information to local businesses of the impoverished areas, i.e. grocery stores, liquor stores, record stores, restaurants, etc. These businesses were personally visited by the Counselor, and an explanation of the Unit's function was given, packets of information were left and posters concerning the Unit were placed in the establishments.

The final phase of awareness was the use of mass media. The Unit arranged with Community Services for radio, television, and newspaper announcements of the Unit, giving the service of the Unit, and a phone number where the Mobile Counselor could be reached.

ACTUAL RECRUITMENT OF "DISADVANTAGED" STUDENTS

The Mobile Counseling Unit's recruitment of students involved three major steps: (1) Recruitment of the student, (2) Admission of the student and (3) Completion.

(1) Recruitment of students. Of the total number of 41 students enrolled in Contra Costa College by the Mobile Counseling Unit in the Fall 1970, sixty percent were referred by federal, state, and community agencies and high schools. The remaining forty percent were self-referred as a result of seeing the van in the neighborhood, disseminating of information in the neighborhood, hearing mass media coverage and being included in house-to-house surveys.

(2) Admission of the Student. Those individuals who surmounted their first hurdle, that of talking to the Mobile Counselor and making a commitment, now faced the second hurdle, that of admission into the college.

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[1] Appendix A.

In seeking admission to Contra Costa College, applicants are confronted by a variety of standards and requirements, e.g., age, residence, transcripts and placement tests. While these requirements may seem very minimal to those students who are in the mainstream of academia, for the Mobile Counseling Unit recruits these requirements appear insurmountable. To understand how some of these requirements were considered obstacles, they must be considered from the recruit's point of view.

The transcript, which is needed before a student may obtain "regular" status, was, many times, a constant reminder of past failures.[2] Many students mistakenly believed that high school grades determined their acceptance to the college. Because of poor grades received in high school or failure to complete high school, and the fact that many disadvantaged students are migrant and the transcripts were from high schools out of the area, students were reluctant to obtain transcripts or divulge information about schools attended. These problems required that the Mobile Counselor take an active part in writing the schools, making personal contacts, etc.

Another requirement that the Mobile Counseling Unit recruits considered an obstacle was the need for permanent residence. Many students were from out of the district, living with relatives. With students that were self-supporting, but under age, the question of legal guardianship was raised. In many instances, the legal guardian was living out of state, therefore requiring the students to pay a costly admission fee.

The requirement that was the most anxiety-producing, and considered the greatest obstacle by the recruits, was the placement test. The Mobile Counselor felt that the recruits' views of and concerns about the test were justified, considering that, from the time the student enters kindergarten until he reaches college, and often beyond, he is subjected to a succession of written examinations in which the practical function is to sort and classify him for the convenience of school teachers, administrators, and college admission officers.

As currently used, tests play a major role in determining what doors in life will be open to a youth. Doing well on tests is a measure of status for the student (and his parents), and for the school that produces the student. Examinations have consequently become deeply imbedded in the process of schooling.

Because tests constitute education's only common standard of performance, they shape, in large measure, what is to be taught. "Teaching to the test" is a common practice in schools. The content, values and priorities reflected by tests tend to become those adopted by the school. Like most other standardized tests at our levels of schooling, including so-called intelligence tests, Contra Costa College's test, which is comprised of the Differential Aptitude Test (math) and the Cooperative English Test, assesses qualities essentially rooted in the ability to speak, read, and write standard English and to handle quantitative or mathematical concepts.

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[2]The classification of students at Contra Costa College falls into two categories: (1) regular and (2) special. The regular students' status is divided into two subdivisions. There is (a) regular full-time and (b) regular part-time. Regular full-time includes all students taking twelve or more units within a given semester; regular part-time includes those students taking less than twelve units. The second classification is that of Special Student, which includes those students who have <u>not</u> taken the Cooperative English Test, nor the Differential Aptitude Test. The special student is confined to six units or two classes.

The Mobile Counselor feels that there is much more to mental excellence than verbal and mathematical ability; hence, the placement examination penalized countless disadvantaged youth who do not fit the standard, traditional and somewhat specialized academic mold. It should be pointed out that not every one can, wants, or should be a professional philosopher, historian, scholar, mathematician, or scientist. Indeed, there are relatively few places for such persons in a complex modern society.

Because the Mobile Counseling Unit is directly involved in all phases of its enrollee's welfare, it was considered within the realm of the Unit's function to attempt to change the mandatory nature of the Differential Aptitude Test. It became clear to the Mobile Counselor that the Differential Aptitude Test had been extended far beyond the original purpose, that of placing of incoming students in English and math courses only, to limiting the amount of units a student could take (to six units) if the student failed to take the test.

Two things were done in view of the test requirements. First, all Mobile Counseling Unit recruits were pre-enrolled in tutorial classes in the subjects of English and math inorder to reacquaint the students with the subject matter and to redevelop their skills in academic work. Second, the Mobile Counselor contacted the English and mathematics department chairmen.

The mathematics department had established provisions to administer the Differential Aptitude Test to students enrolled in lower division math sections to insure students' enrollment in the appropriate math course. The chairman of the mathematics department had no objection to eliminating the Differential Aptitude Test as a mandatory part of the admission procedure, especially since it limited those students who did not take the test to six units.

The English Department had changed the requirements, giving the student a choice of taking the English Department's written test or the Cooperative English Test, in order to qualify for enrollment in English composition. If the student performed poorly on either test or chose not to take the test, he could not enroll in English composition, but he could enroll in one of several basic English courses.

Concern also centered around those students who did not wish to take math or English in their first semester or, for that matter, the first year. Should they be limited to taking six units? The Mobile Counselor presented the college administration with the above facts and concerns in order to facilitate change in the admission requirements.

The following changes in the admission procedures were instituted as of Spring 1971: The Differential Aptitude Test is no longer mandatory; the Mobile Counseling Unit recruits are given pre-test tutorial service--they are encouraged to take the test, but students are not penalized by limitation to six units if they choose not to take the test.

(3) Completion. Of the 41 persons recruited through the Mobile Counseling Unit, 36 were enrolled in Contra Costa College, and five persons were prevented from enrolling due to failure to meet one or more of the above mentioned admission requirements. For example, a forty-year-old woman was unable to obtain her high school transcript in time for registration. Of the 36 persons who enrolled in the Spring 1971 semester, 21 students completed the semester with an average of ten units. Of the 15 students who withdrew, ten students did not receive any financial aid. The ten students indicated that their financial need was more pressing than their educational goals. Five of these students found jobs

through the Mobile Counselor and one started receiving public assistance. Of the 21 students who completed the semester, only 14 students received financial aid of some sort.

TWO-YEAR STUDY OF MOBILE COUNSELING UNIT RECRUITS

All too little is known statistically or experimentally about the relationship between the personality characteristics students bring to college and their academic achievement, either in the conventional sense of grades and persistence, or in the more subtle sense of independent, critical, and creative intellectual competence (which are seldom reflected in academic marks). Even less is known about the relationship between personality structure and the attainment of personal maturity and effectiveness. But the first step in making these studies is to know the entering student: to know him as an actual or potential scholar, to know him as a person, and to see him against his background and against the college environment and its sub-cultures.

The assessment of such behavioral characteristics as attitudes, interests, aspirations, values, and dispositions is possible with increasing reliability and validity; it may be accomplished so simply that difficulty of test administration or prohibitive costs no longer are legitimate reasons for confining information about the new student to a narrow range of attributes, such as scholastic aptitude test scores or high school grades.

A minimal program of assessment, including academic aptitude and achievement, biographical information, social and cultural background, and a few relevant personality characteristics will provide a meaningful description of the student body as a whole, and of the student sub-groups that are found on most campuses. By supplementing this body of data with measurement of beliefs, opinion and attitudes, a basis can be laid for analysis of changes in behavior that occur during college years and the factors that impede or facilitate those changes.

There is growing interest in the significance of congruence between the students' characteristics and needs, on the one hand, and nature and demands of the college environment on the other.

The predominant number of Mobile Counseling Unit recruits may be characterized as high school drop-outs and potential drop-outs, formerly institutionalized persons, long-term welfare recipients, or so-called "unemployables." The recruits with these characteristics were going to be placed in a somewhat structured situation which would require management of their time, and a channeling of their efforts toward a particular goal. Therefore, to be in a position to more effectively serve the recruits, the Mobile Counselor deemed it necessary to undertake a two-year study. This study would include such information as the number of units taken and completed, the types of courses taken, the grades received in the courses, family income, ethnic background, marital status, and prior education. This information would be supplemented by using the omnibus personality inventory (OPI) and a questionnaire for biographical information.

A. Questionnaire on Biographical information showed the following:

   1. The recruits' average age was 22-26 years; 54% were males; 63.5% were single; 22% were married; 4.8% were separated; and 9.7% marital status unknown.

2. Most of the recruits had attended school in the Richmond School District; 34.1% were high school graduates, 26.8% non-graduates; 12.3% had previous college; and 26.8% unknown.

3. Ethnic background, and family income and number of dependents.[3]

B. Need pattern of Mobile Counseling Unit recruits:

Within the framework of the word "disadvantaged" one must consider the financial status of the student. Of the Spring 1971 Mobile Counseling Unit recruits, 90.2% were unemployed at the time of entering Contra Costa College, 9.8% were employed.

All of the employed students indicated that their employment would not continue after enrollment at Contra Costa College because the jobs were temporary. As a result, 100% of the Mobile Counseling recruits were in need of financial assistance.

Even though a large majority of the recruits indicated that, personally, college was extremely important to them, 83% felt that the most likely obstacle preventing them from finishing school would be financial needs. It was discovered also that most of the recruits lived at a distance that precluded their walking to school. Eighty-five percent of the recruits used public transportation, which meant that, in addition to living expenses, they had expenditures for transportation. The financial condition of the recruits required the Mobile Counselor to work closely with the Department of Human Resources Development to procure employment for recruits off campus, to work closely with the College Financial Aids Committee to find work-study positions on campus and to secure grants or loans.

In Spring, 1971, the Mobile Counselor became a member of the Financial Aids Committee in order to give the Financial Aid Department a more precise understanding of the Mobile Counseling Unit recruit, his needs and financial requirements for school completion.

C. Variation in Personality Characteristics - Omnibus Personality Inventory.

In conjunction with the testing center of Contra Costa College, the Omnibus Personality Inventory was administered to all incoming Mobile Counseling Unit recruits. The OPI centers on three factors:

1. Intellectual versus non-intellectual interests and values.

2. Liberal versus conservative attitudes toward religious and social institutions and authority.

3. Social-emotional characteristics.

The original intent in using the Omnibus Inventory Test was to supplement one-to-one counseling and not to attempt to make group correlations. But for this report, inference will be made to the group of Mobile Counseling Unit recruits. Each of the above categories is composed of several areas totaling fifteen areas tested. Each of the fifteen areas will not be reviewed in the body of this report; instead, one area in each of the three categories will be discussed to show the trend of the group of recruits.

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[3] Appendix B.

1. Intellectual versus Non-intellectual Interests and Values.

Complexity: In counseling situations it has been observed that some students from an environment that perpetuates failure, when faced with a new situation--even though they may be successful in the situation--prefer to revert to the old situation and patterns of coping, with which they are more comfortable. They feel much too overwhelmed in the new situation, with a different set of complexities and new ideas. For example, one may provide all necessary services which would enhance a student's success, such as financial aid, transportation, books and relevant curriculum, but, without counseling service to work with students who may be very uncertain, it will be borne out that the students will be unable to make the change from a familiar and comfortable situation. Due to their rigidity, their actions may be very destructive to themselves.

In considering the complexity scale, those students with low scores tend to be less tolerant of change. As a group, 97% of the Mobile Counseling Unit recruits placed in the low score range on this scale.

The counselor's role is to bridge the gap between the old environment and the new environment by showing the student that his environment is understood and that he does not have to renounce all aspects of his environment and life style in order to make a change. It would be deceitful to the disadvantaged student not to be concerned about the problem of environmental change. It becomes the responsibility of the counselor to explain the new environment, that is, the college to the student, and on the other hand, to help the college understand its role in accepting the students' life styles. The students' modes of life are not necessarily destructive to the institution. The institution must also take responsibility for change.

2. Liberal versus Constructive Attitudes toward Religious and Social Institutions and Authority.

Autonomy: The growth of the mind requires cognitive experience. This demands good social relationships. In turn, this demands that the enrolee think well of himself and have a sufficiently good self-concept to enter into such relationships. Although the Mobile Counseling Unit recruit did not score extremely low, he scored low enough to cause some concern. Counseling hours spent with each enrollee attempts to eliminate the student's feeling of personal helplessness and estrangement, and his inability to oppose dominant group attitudes and pressures. Concern centered around this area of the recruit's personal development because of the Mobile Counselor's philosophy that human personality, like human intelligence, is not fixed; but, it is subject to modification. People can change themselves by changing their behavior. It is not a destination, but a direction; not a state of being, but a process. An individual can realize when he feels free and unafraid to see clearly and to act in terms of his perception of the world. One of the characteristics of such a person is an increasing openness to experience. He is not reluctant to examine and re-examine any situation, whether he is personally involved or not. He refuses to rely on the observations and interpretations of others. Even if he is unsophisticated in science--even if he is untutored, he is a person who has a scientific orientation--a rational approach to life. Increasing trust in oneself and one's reaction are the primary characteristics that hopefully the Mobile Counseling Unit recruit will develop in order to increasingly experience fulfillment.

3. Social -- Emotional Characteristics

This area measures creative and independent thinking, and correlates highly with the

complexity scale. A high score on this scale indicates attitudes which tend to be antithetical to intellectual activities, desiring concrete ways of problem solving. The majority of Mobile Counseling Unit recruits score 6, 7, and 8 on an 8 point scale.

It was discovered in working with the recruits that value was placed on concrete services offered by the college and tangible responses to their problems and grievances i.e. financial aid, direct intervention in their problems.

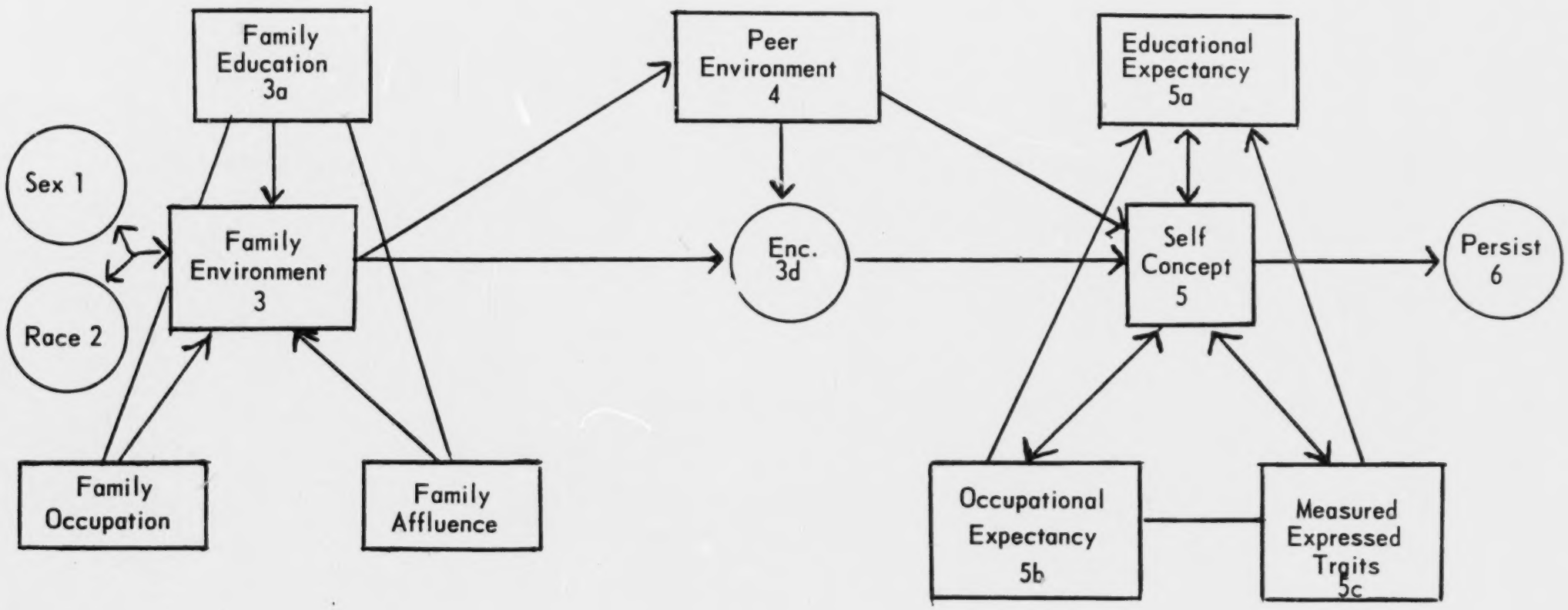
To help summarize the Mobile Counseling Unit's efforts in gathering appropriate biographical and diagnostic information about students in the recruiting and screening process, a copy of the tentative persistence chart, as taken from the Northern California Cooperation Research Project on Student Attrition, is presented with the Norcal Report. This chart shows quite clearly the four major and basic areas in which information must be obtained before a counselor can begin to make claims of knowing his counselees. Those areas are family background, peer and environmental influences, economic conditions, and self concept and self expectations. The information was obtained by several methods. The information from 1 to 3C was received from the biographical information. Knowledge of the students' economic condition, 3D on the chart, was received from the financial aids application. Information concerning 4, peer environment, was obtained from personal interviews and supplemented by the Omnibus Personality Inventory. All the information was combined, all factors considered, and a diagnostic approach was taken in evaluating the information. Efforts were made to estimate the likelihood of each recruit's persistence (6 on the tentative persistence model) in reaching his stated goals.

Persistence must be defined in a manner that is applicable to disadvantaged students. Since disadvantaged students respond well to immediate gratification (which helps to raise self esteem) and tangible services, the criteria for measuring persistence must be established for immediate goals, i.e., completing current semester or completing present number of units, instead of measuring by long-term goals; B.A., Masters, Ph.D. Persistence for the Mobile Counseling Unit recruit is a step-by-step, semester-by-semester persistence.

Thus, the biographical and diagnostic information has served its purpose, and the Mobile Counseling Unit recruit has successfully persisted if he stays enrolled in college, although he may take a minimum number of units. The units should lead to completion of the student's desired goal.

Whereas, a "typical" student may be considered a drop-out if he does not return to school after a semester break, this is not true of the Mobile Counseling Unit recruit, for his first hurdle is to complete the first semester. The recruit's college attendance may not follow a sequential pattern, for external factors may cause him to miss semesters. Also, he may miss semesters in order to regroup his confidence. Therefore, this pattern of attendance calls for continuous contact, not only with the enrolled students, but those who have not enrolled. Their counseling needs remain the same as if they were enrolled in school. Once a person becomes a Mobile Counseling Unit enrollee, the person need not be enrolled in school in order to maintain contact with the Mobile Counselor. The student may be employed, which provides for his financial need which has greater priority at the time than educational needs. Counseling may then center around the student's present life goal: getting to work on time, money management, coping with various work problems and family situations.

A TENTATIVE PERSISTENCE MODEL



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COUNSELING APPROACH

To summarize the Mobile Counseling Unit recruit's characteristics by giving sociological profiles, one would find students with very low esteem due to a pattern of failures and negative life experiences; with low expectations of life in general and more specifically, their own abilities. Thus, they never considered the possibility of attending college. They are apprehensive of new experiences. They are persons having many environmental deprivations. All of these factors add up to persons who need much support in order to try new experiences--experiences that may turn out to be a further exposure of their inabilities. Therefore, a great deal of counseling is necessary for the recruits--not just the type of counseling received by the student in the mainstream of academia, but a type of counseling that is supportive, using many direct intervention methods, and in which the counselor makes himself easily and always accessible. The Mobile Counselor finds it necessary, in priming the recruits for their attendance at Contra Costa College, to constantly keep in mind that change is not an easy process, for it calls forth many internal conflicts and fears.

The counselor recognizes a need to develop an appreciative approach--as opposed to the corrective approach--when counseling the Mobile Counseling Unit recruits. The corrective approach attempts to mold a person into the existing system, applying the standards and criteria that are used to measure the majority of students, and rid him of "deviant" attitudes. The appreciative approach allows for consideration of the person's point of view, his experiences, his culture, his expectations, his manner of relating. This approach assumes much empathy. The counselor's aim is to comprehend and illuminate the subject's view and to understand the world as it appears to him. Any so-called disruptive or deviant behavior is worked with and attempted to be seen from the person's vantage point without violating its integrity. Inherent in the appreciative approach is the giving of much consideration to the healthy aspects of a person's behavior and personality. The person's strengths are constantly emphasized.

The appreciative approach is an extension of supportive counseling. Whereas, the goals of supportive counseling vary with each counselor, the goal most commonly aimed for is to provide support in order to (1) decrease tensions, (2) increase self-confidence and esteem, (3) encourage coping or functioning that maintains the person's equilibrium and (4) build compensatory strength and satisfactions. It is not a method that attempts to remove causes of "emotional maladjustment," but it does attempt to help the person deal with conflicts and anxieties. Supportive counseling focuses on the person's reality problems, that is, the here and now, the present concerns. It attempts to restore and strengthen insights, develop ways of considering alternatives, and to help provide methods of problem solving. Thus, supportive counseling emphasizes ways of helping the person cope and function in new situations.

In supportive counseling it is necessary for the counselor to be a "real" person to his counselees, in that he must invest a great deal of himself. He is available as much as possible to convey to the student his interest in the student's well being. The feeling of interest in and availability to the student is enhanced by such simple acts as the prompt return of telephone calls and the making of appointments as frequently as the student desires.

In summary, much of the supportive counseling called for (1) direct guidance and advice in practical matters, (2) attempts to help modify environment by the provision of specific and tangible services, (3) provision of opportunity for the students to discuss their

problems and feelings freely, (4) expression of understanding by the counselor, along with the assurance of interest in and concern for the studeni, (5) encouragement and praise to establish confidence in the person's worth, abilities and capacities, and (6) protective action and exercise of professional authority when it was needed, for example, in direct intervention in several situations with the schools, or threatened crisis situations.

CONCLUSION

Historically speaking, the college has been seen as an institution outside of the community. This view is beginning to change. Community people have new expectations of the college--that is, a place to offer help, information, guidance, and services. The community is now placing demands on the college of the type that colleges considered as functions of non-educationally oriented agencies.

One factor emphasized by community-based agencies during the Fall 1971 orientation meeting was the need for strong links between community-based organizations and the educational institutions in their respective communities. It appears that the future of the community college will be dealing with greater community participation. The community in the future will have a greater voice in making the college cognizant of its expectations. Greater awareness of and participation in the community college will produce a different type of student personality.

A study should be underway now to determine the type of student who will attend community colleges in the next few years, how to better anticipate serving the students, how to modify the college to their needs and the problems they will face. It is clear that the college is no longer seen as an ivory tower that is inaccessible to the bulk of the community. Contra Costa College, being located in a predominantly low income area, has an opportunity to be on the forefront of innovative planning.

The body of this report dealt primarily with information about, and a view of, the Mobile Counseling Unit recruits that entered Contra Costa College. This in no way implies the many faceted role of the Mobile Counselor and the Unit. In conducting the public awareness campaign and establishing ties in the community, the Mobile Counseling Unit became a resource for the people in various neighborhoods to draw upon for their problems--problems that had nothing to do with the present college milieu.

To give a Mobile Counseling Unit annual report and state only the number of recruits enrolled and the number of units they completed would not be a clear and final picture of the role of the Mobile Counseling Unit. To give just one example of a non-college connected service, countless hours were spent working with welfare rights organization and its clientele, first as a referral source for Mobile Counseling Unit recruits, then as a community group that could profit from Contra Costa College services. For many persons in the Welfare Rights Organization, college was not a feasible plan; their goals entailed employment within public agencies and means of dealing with social problems that were confronting them. Concern about the elementary schools was a major issue. How to deal with problems their primary-age children were facing in school; how to make the school aware and responsive to the parent's concerns and aspirations for their children; how to enhance the child's performance on the part of the parents.

There must be an effort toward a meeting of the mind between institutions in the educational structure, parents, industry, and government regarding the role of the community

college. A beginning should be made by clearly putting forth the expectations of each, and a hard-headed understanding taken of the discrepancies between the expectations, the realities, and the possibilities. What is needed is a coordinated attack on the problem by the various responsible agencies of the community--not isolated firefighting attacks by specialized, but uncoordinated agencies. We need to get the conflicts in the open and come to some resolutions.

1. To continue this project.

2. To provide a means by which students, who are recruited through the Mobile Counseling Unit, can enter Contra Costa College at anytime during the semester, as recommended in the June, 1970 (Gordon) Mobile Counseling Report. To date, this recommendation has not been acted upon, and the lack of such provisions causes serious problems.

3. To operate the Mobile Counseling Unit during the summer.

4. To institute the University of California transfer program as of Spring, 1971. This program would permit students to concurrently attend Contra Costa College and the University of California. The students' introduction to a large four-year institution would be under the favorable conditions of a very reduced unit load at the University of California, involvement in a tutoring program, receiving the support of close supervision and frequent counseling.

5. To develop an Urban Center Program consisting of educational programs and institution on all levels, i.e., Richmond preschool programs, Richmond Public School system and Contra Costa College.

The purpose of the Urban Center Program would be to deal with problems of the disadvantaged student in all facets of his development by efforts made collectively and on a continuum basis by community agencies and educational institutions on all levels.

The concept of learning on an isolated grade to grade basis can no longer serve the best interest of the disadvantaged student. The Urban Center Program concept was arrived at after my working in the community college setting, and observing the voids in students educational, personal and economic development. It is realized that a combined effort, on a continuum basis, must be made by all contributors of students' educational experiences.

The operational aspect of the Urban Center Program would necessitate persons from each of the various educational facilities to meet frequently in order to plan and implement techniques and programs applicable as the students progress through school, with Contra Costa serving as common meeting place for the program. Some of the modes of intervention to be considered are:

(1) innovative pre-school education, (2) improvement of teaching performance through pre-service and in-service performance, (3) family involvement, (4) cultural enrichment, and (5) community cooperation.

6. To establish the position of counselor aide. The Mobile Counseling Unit will be assigned five work-study students to work directly under the Mobile Counselor's supervision. They will perform the following duties: (1) serve, along with the counselor, as a liaison between the home and school, (2) assist the counselor to arrange appointments

for parents and students in regard to school and other related problems, (3) investigate school irregularities in student attendance, (4) assist the school to become knowledgeable of the needs, problems, values, and strengths of a family with whom they may deal, (5) assist the Mobile Counselor in following up referrals made by the community.

7. To establish a student discount program which would provide a food store for students and community at discount prices. Such a program would allow students the opportunity to integrate the practical experience of planning and operating a store with the theoretical base of managerial and retailing classes, while lessening the financial strain.

8. To develop methods of data collection, storage, retrieval, analysis, publication, and distribution that will permit further research on the problems of the disaavantaged student.

9. To recognize the need for specialized faculty in this program. An experimental approach of assigning students based on personality, motivational, attitudinal and intellectual characteristics might have value in establishing a positive learning climate. Creativity and experimentation in counseling and guidance techniques should be encouraged to allow more consideration of the student on an individual basis, as opposed to a group basis. This should be made feasible as indicated in the section pertinent to OPI and biographical information.

10. To provide meaningful systems of rewards for students i.e., money, materials, scholarships--a cooperative effort of various funding agencies, schools, and/or organizations. The long term (two-year) reward, that of receiving an Associate of Arts Degree, appears unattainable to many disadvantaged students.

APPENDIX A

Sex and Age Distribution 1970, Parchester Village, Richmond, California

*18 Count of Persons by Sex by Age		TRACT 3650 BG-1	TRACT 3650 BG-1	TOTAL PARCHESTER
26	Male under 5 years	13	51	64
27	Male 5	2	12	14
28	Male 6	5	14	19
29	Male 7-9	5	68	93
30	Male 10-13	8	87	95
31	Male 14	1	24	25
32	Male 15	1	30	31
33	Male 16	3	18	21
34	Male 17	1	22	23
35	Male 18	4	22	26
36	Male 19	1	16	17
37	Male 20	0	21	21
38	Male 21	2	16	18
39	Male 22-24	4	27	31
40	Male 25-34	4	34	38
41	Male 35-44	8	41	49
42	Male 45-54	17	120	137
43	Male 55-59	7	34	41
44	Male 60-61	3	7	10
45	Male 62-64	3	13	16
46	Male 65-74	2	17	19
47	Male 75 and over	0	4	4
48	Female Under 5 years	6	52	58
49	Female 5	1	13	14
50	Female 6	4	17	21
51	Female 7-9	4	49	53
52	Female 10-13	7	94	101
53	Female 14	1	21	22
54	Female 15	0	18	18
55	Female 16	2	28	30
56	Female 17	1	25	26
57	Female 18	1	22	23
58	Female 19	4	14	18
59	Female 20	1	8	9
60	Female 21	2	13	15
61	Female 22-24	4	28	32
62	Female 25-34	10	62	72
63	Female 35-44	6	91	97
64	Female 45-54	26	106	132
65	Female 55-59	5	28	33
66	Female 60-61	2	6	8
67	Female 62-64	3	10	13
68	Female 65-74	3	19	22
69	Female 75 and over	3	12	15
	Total	190	1434	1624

Richmond City Planning Department 1970 Demographic Report of Parchester Village.

APPENDIX B
Biographical Information Questionnaire
Part 1 of 4

Biographical information was taken on a total of 347 persons interviewed by the Mobile Counselor from the period of September, 1970 to June, 1971.

1. If employed, will you keep your job while in college: Yes____ No 9% Not Employed 90.2%

2. Is your job related to your college major? Yes____ No 100% Not Employed____

3. Will you need financial aid to remain in college? Yes 100% No_____ Not Employed____

4. In the home where you grew up, which of the following best describes the job of the head of the family?

   Unemployed 38% Unskilled (No formal training) 48% Semi-skilled (Some formal training) 13%

   Managerial (considerable training required) 5% Professional_____

5. Does your mother have a job outside the home? Yes, full-time_____ Yes, part-time 15% No 85%

6. How far away from college do you live? 1-5 miles 76.5% 6-10 miles 23.5% 11-15 miles_____

   16-20 miles_____ over 20 miles_____

7. How do you get to the campus? Own car____ Car pool 10% Public Trans. 85% Other 5%

8. How long does it take you to get to campus? 10 min. 15% 10-30 min. 85% 30-45 min._____

   45-90 min._____ over 90 min._____

9. What is your reason for coming to college? (Mark one choice only).

   I haven't really decided yet. 50% To get a junior college degree only. 5%

   Just to take interesting courses._____ To get a junior college degree and complete a vocation/technical program._____

   To complege one of the technical/vocational courses. 5%

   To prepare for transfer to another institution with or without an A.A. Degree._____

10. Some times people are unable to complete college, even though they plan to. If you are unable to finish what do you think will be the likeliest obstacle?

    Academic_____ Motivation 7% Financial 83% Other_____ Marriage 10%

11. How important is college to you personally?

    Not very important_____ Somewhat important 10% Quite important 15% Extremely important 75%

APPENDIX B

Part 2 of 4

TABLE I MARITAL STATUS

Married	9
Separated	2
Single	26
Unknown	4

TABLE II ETHNIC BACKGROUND

Black	13
Caucasian	5
Chicano	1
Unknown	22

TABLE III EDUCATION

High School Graduate	14
Non-Graduate	11
Previous College	6
Unknown	10

TABLE IV FAMILY INCOME

Annual Income	Number of Dependents
$ 5,208.00	2
$ 1,200.00	1
$ 1,800.00	4
$ 1,011.00	10
$ 2,064.00	3
$ 996.00	5
$ 2,092.00	3
$ 5,000.00	4
$ 2,405.33	3
$ 3,400.00	4
$ 3,560.00	3
$ 2,238.00	4
$ 3,861.00	7
$10,524.00	10

APPENDIX B

Part 3 of 4

MOBILE COUNSELOR'S CLASS BREAK DOWN

Appliance Service	121-1
Appliance Service	122-1
Business	103-1
Business	109-1
Business	158-1
Business	181-1
Business	186-1
Biological Science	101-3
Data Processing	115-1
Data Processing	120-4
Data Processing	130-1
Data Processing	166-1
Drama	101-1
Economics	125-3
Education	125-6
English	105-2
English	110-2
English	121-1
English	133-1
English	137-3
English	160-1
English	264-1
English	265-2
Electricity	130-1
Electronics	120-1
Health Education	120-5
Health Education	150-2
History	122-3
History	123-1
Journalism	130-1
Management	122-1
Math	R -1
Math	101-3
Math	102-1
Math	120-2
Math	150-2
Math	151-2
Music	108-1
Music	125-1
Music	140-1
P.E.	10
Police Science	119-1
Police Science	122-1
Political Science	125-1
Psychology	110-2
Psychology	118-1
Psychology	126-1
Refrigeration	121-1
Social Science	110-2
Social Science	101-1
Welding	120-1
Welding	180-1

APPENDIX B

Part 4 of 4

PLACEMENTS N=203

Type of Placement	Number Placed
College (including Summer Readiness)	43
Job Training	37
Referred to Other Agencies for Counseling or Job Placement	65
Not Placed	58